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Bulletin

of the

LOUISIANA

LIBRARY ASSOCIATION

Vol. 10 No. 3

Public Relations

March 1947

Welcome to Alexandria

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Mayor

W. A. McLEAN,
Commissioner of Finance & Public Utilities

R. W. BRINGHURST,
Commissioner of Streets & Parks

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THE BULLETIN

of the

LOUISIANA LIBRARY ASSOCIATION

VOLUME 10

NUMBER 3

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PRESIDENT'S COMMENTS

SUE HEFLEY

State School Library Supervisor

LEGISLATION for federal aid for libraries gained momentum in the 2d session of the 79th Congress. The momentum has not been entirely lost, even though bills, representing federal aid, S1920 and HR5742, died with the Congress, and it was necessary that new legislation be introduced by the 80th Congress. The old momentum without doubt has served to carry the new bill, S48, to its present point of progress.

Federal aid has meaning for all types of libraries. While the legislation now under consideration will provide for demonstration in public library service only, there is no library in the State, whether school, college, or special, which would not feel its impact. Readership of various library services overlap, and there is significant readership transfer among all types. A specific stimulus to library use is reflected widely. The promotion of federal aid is not the responsibility of any one type of library service; it is the responsibility of all.

Post-War Planning

A recently issued 72-page booklet, Jackson Parish Resources and Facilities, is a survey by the Jackson Parish Planning Board, published in cooperation with the Planning Division of the Louisiana Department of Public Works. The booklet bears a date that is somehow auspicious: January 1, 1947. The planning procedure described is familiar, but the objective is different in at least one respect. We are accustomed to planning for a post-war *future*, with a rather comfortable period of enforced inertia ahead; since war prevented immediate execution of many plans made. The Jackson Parish survey represents planning for a post-war *present*, with no real obstacle between the plan and its execution. Mr. W. H. McLaurin, parish superintendent of schools, is chairman of the Planning Board's Education Committee. The commit-

tee "recommends the establishment of a parish public library." The Jackson Parish survey is the 13th which has been similarly prepared. Others are for the parishes of Acadia, Calcasieu, Franklin, Iberville,* Iberia,* Lincoln,* Lafayette, Ouachita, Pointe Coupee, Washington,* Webster, and Vermilion. Surveys for the parishes of Ayoyelles, Cameron, and St. Landry are in preparation. We may well expect important implications for library development in these surveys.

National, Regional, and Special Group Relationships of Louisiana Library Association

It is important that Association relationships to other professional groups be maintained effectively. A relationships chart would be interesting and revealing. The Association maintains a supporting membership in the American Library Association, and the Association belongs (by the payment of 10c per member per biennium) to the Southwestern Library Association (included are: Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, Texas, and Mexico) The Association is represented in the Council of the American Library Association, and it is identified with the Round Table of Presidents, Past-presidents, and Editors of State Associations which is organized under the American Library Association. Within the State the Association has no structural relationship with such groups as the School Libraries Section of Louisiana Teachers Association, the Louisiana Chapter of Special Libraries Association, and the various local library clubs, but there is a relationship to be maintained, nevertheless. Recognition of related

*Surveys out-of-print; copies cannot be secured from the Department of Public Works, as may copies of in-print surveys, but the chances are that copies can be secured from local Planning Boards.

activities, avoidance of duplication of effort, sharing of ideas and facilities are results of cooperative functioning.

Recruitment

Through a generous act of cooperation, the Baton Rouge Library Club has made it possible for the Association to undertake a project in recruitment with the expectation of its speedy completion. The Club has offered the content of its booklet, *Librarianship in Louisiana*, to the Association for whatever use the Association might like to make of it. At the January 7 meeting of the Executive Board, the offer of the Club was accepted with thanks. It was decided to adapt the content to a combination poster-brochure and to distribute the poster-brochure to schools and colleges for the attention of young people who are making vocational decisions. The completed material represents contributions by many individuals; special acknowledgment is made of Sarah Jones' adaption of the original material and of Ella Magee's photography which has provided the feature poster

picture. Miss Jones and Mrs. Magee are both of the Louisiana State Library staff.

Education for Librarianship

The Wheeler report and the report of the Library Committee of the Southern Association of Colleges and Secondary Schools are only two evidences of the ferment of investigation, evaluation, and recommendation which is now characteristic of the field of education for librarianship. Is there a common core of preparation for the various types of library service? If so, might that common core constitute a well-recognized undergraduate course content? Does technical preparation on the undergraduate level imply a sacrifice of preparation in general education? Should the BS in LS be supplanted by a Master's Degree in Librarianship? The Louisiana Library Association recognizes the importance of these problems and the contribution which every librarian-in-service can make to their solution. Provision has been made for panel discussion at the annual convention and local groups have been invited to consider the advisability of local discussion.

THOUGHTS FOR YOUR PENNY

GARLAND F. TAYLOR
Librarian, Tulane University

A conscientious, intelligent small business man, disturbed about the shortcomings of his public relations, and determined to improve them, would probably ask himself several questions, of which the following may be taken as fair samples: Who makes up my "public"? What am I trying to get out of this public, or what am I trying to persuade it to do? What competition do I face, and how can I overcome it? Do I want to modify the nature or composition of this public; in particular, if I wish to enlarge it, from what group or groups do I propose to recruit, and how? Just what is good about my relations with my present public, and what is bad; and how am I to increase the good while eliminating the unsatisfactory?

A big business man would probably hire

a public relations "expert" to ask and answer such questions for him, and to propose effective innovations and promotional tricks. Like the small business man, however, the librarian is usually his own public relations expert, for want of professional assistance.

Librarians' answers to some of the foregoing questions would no doubt have much in common, regardless of the types of libraries represented; but the peculiar functions and special limitations of the various libraries represented would certainly affect the answers to other questions. For example, at Howard-Tilton our usual campus clientele of faculty and student, graduate and undergraduate, readers is supplemented by a segment of the general public. But our "general public" category is limited by the exclu-

sion, among others, of children and beginning adult readers. Moreover, we do not reach a large segment of the community, even on the levels which we are prepared to serve; and we can not expect to take on a progressively increasing load of services to the whole community. As it is, our semi-public functions in the Howard Library tradition are responsible for our giving rather more public service than many college and university libraries are accustomed to render. It is not unusual, in other words, for the college or university library to find that its major responsibilities are to a restricted and specialized campus public.

Planned relations with this public must realistically take account of several facts. For instance, although the students will far outnumber the faculty members, the latter small group are likely to make demands which appear strangely disproportionate to their total number. Some of these demands may bear little discoverable direct relation to the subject-matter of the professor's formal courses, or to his requirements for the guided reading of his students. It is obvious, nevertheless that if the library is to shoulder its part of the responsibility for making sound research and adequate preparation for teaching possible, it must be prepared to sense such needs, and to give them the fullest possible emphasis consistent with the limitations under which the entire library program functions.

The differences, in kind and in intensity, between the demands made by student readers on the one hand, and faculty on the other, have in them the germs of misunderstanding, resentment, and thus, obviously, of bad public relations.¹ Take, for example, special circulation privileges for faculty people, including concessions on the total number of books which the borrower may hold at one time, and on overdue and fines. Good public relations demand that the library, while serving legitimate faculty needs conscientiously, keep the student borrowers' best in-

terests in view as well; firmly discouraging the occasional tendency of a few faculty people to be monopolistic, or to scoff at the possible interests of all other readers.

Out of the special constitution of the usual faculty-student reading public grows the further fact that the majority of the readers (the students) are likely to seek in great numbers the books, or the kinds of books, which they have been set to seek by the minority (the faculty). Faculty influences on student reading, range all the way from the low-level motivation of compulsory assignments of specific pages, to the merest casual hints about the literacy merit, or charm, or gusto, or intellectual substance, or sheer amusement value of some book which the professor esteems.

The bookish instructor, by and large, has bookish students; the lecturer who is repeating for the eleventh year the notes he took under Professor Mashburn at Coe College, does not, as any alert attendant of a college reserved reading room can testify from revealing first-hand experience. I have often wondered why educational administrators have not been more interested in the reading habits of Professor Entwistle's students as one revealing index of Professor Entwistle's capacity to stir up the intellectual curiosity of his young charges, and of the professor's awareness of what there is in his field worth reading.

Apart from the possibility of their powerful influence in creating and establishing student reading appetencies and habits, the faculty are also the logical panel of expert advisors on some important questions which arise in the process of building up collections in their special subject fields. A warm, friendly relationship of mutual helpfulness and respect between library and faculty is therefore of incalculable importance to the continued growth of the collection, as well as to its effective and intensive use, and it should be earnestly and tirelessly sought for by the librarian and staff.²

¹At the graduate level, the line of demarcation between types of student and

faculty demands tends to disappear, of course.

It is ordinarily (but not invariably) true that faculty members are more serious and more certain in their approach to the library than students are, and more resourceful in their use of what the library owns. Student ability and self-reliance vary greatly, but the "average" student reader differs little in detail from the average "literate" young adult customer in any other sort of library. Each may be hampered by over-confidence, or excessive timidity; each is likely to have a poor idea of what he can expect to find, and of how to begin to find it. He is impatient with poor service and ineffective or indifferent assistance from the staff when he needs it; is resentful of red tape and of regulations for which he sees no good reason; and often is fairly casual about his responsibilities as a citizen in the use and protection of the books he borrows.

The student reader needs to have available every reasonable aid toward helping himself, and particularly needs sufficient instruction to reduce to a minimum mysteries of the public catalogue and of the locations of the books he needs to use. He needs to be given a sound basis for having sufficient self-confidence to work most of the time under his own steam, yet sufficient knowledge to sense clearly, without humiliation or annoyance, when he needs help. The library owes him brisk, friendly, personal service; a book collection as adequate to his educational needs as it can be made—for his study first, but also for his enjoyment and recreation; a reasonably comfortable place, well lighted, where he can work without undue molestation or distraction from any source; and the most expert staff it is possible to obtain, in the technical and processing departments no less than in those where reader and staff come face to face.

For the improvement of relations with readers of all kinds, the college or university

library should be thoroughly alert to the great expansion of facilities which can be achieved by the timely and discriminate use of inter-library loan and of photoduplication services. We need, I think, to be far more aware than we ourselves are as librarians, of the amazing resources which these devices place at our ready disposal; and we need to make it easier for the searcher to find what he requires in this manner when our own local resources prove to be inadequate.

Restrictions on the movement of the reader within the library are often irksome, at best. I do not intend to go into the perennial problem of open *versus* closed stacks, except to say that when stacks must be closed, certain persons will inevitably be given the privilege of entry, and that the careful and undiscriminatory administration of the rules governing such privileges is the *least* that can be done toward offsetting such unfavorable public reaction as may follow.

The Browsing Room is another device which when first proposed was believed to have great promise as a builder of good public relations. And so it does, under certain circumstances. But it at least falls short of its promise if it encourages readers to think it is the only room in which reading is not a grim chore, or if it tends to attract drowzers and courting couples primarily. In short, like so many other features of the public relations problem, it will not carry itself of its own momentum; and failure to use it constructively and intelligently is likely to bring about an actual worsening, rather than bettering, of relations with the public.

It is of the utmost importance to keep in mind the implications of the fact that, unlike the cinema, the radio, and organized mass athletics, we in libraries deal (like the dentist, the hair-dresser, the psychoanalyst, and the fitter of corsets) in strictly individual customer-relationships. Because of the innumer-

²Like the football coach, the librarian may at times be dismayed by the self-confident suggestions of professors in areas where they have no competence what so-

ever. The problem of retaining the friendship and good will of the self-appointed advisor is likely to be more delicate for the librarian than for the coach, under the circumstances.

able turns at which the user of the library finds his way to books through people, the skill of the staff, their general and special fitness for their jobs, and their physical and psychological adequacy are of the utmost importance in building good public relations. A good batting average is good public relations.³ We ourselves like to get prompt, unequivocal, and accurate answers when we ask for information. The functions of the student staff in this connection are only slightly less important than those of the regular full-time staff, since to the user of the library the person who fails him is more than likely to stand for the library, and the failure is likely to be attributed to the library—not to an individual. (Fortunately, the converse is also true when service is good and the customer is pleased.)

Pleasant relations among the members of the staff family are indispensable to the best relations with the general public: nobody takes continued pleasure in patronizing an establishment where the employees, while forbidden to curse the paying customers, are continually feuding among themselves. A priceless asset in public relations is for a library to be characterized by a tonic atmosphere of alert and productive concentration. The attitudes and behavior of the staff are calculated to go a long way in setting, or frustrating, the pattern for this atmosphere.

Poor staff compensation, unsatisfactory working conditions and relationships, limited horizons for professional advancement, and a tradition of low staff morale are likely sources of a poisonous seepage into relations with the public, no less than individual cases of chronic indigestion, or the total lack of a sense of humor.

³In library public relations, however, it is not quite true, in the words of the old saying, that "A miss is as bad as a mile." A thorough, intelligent attempt (even though sometimes ultimately futile) to fulfill every reasonable request for information will gradually build up the customers' solid confidence in the basic resourcefulness and unqualified good intentions of the

Although I heartily favor expert and prompt assistance for the reader when he needs it, I believe that it is mistaken public relations policy to coddle the reader, particularly to give him the notion that he need never expect to do anything which he does not whole-heartedly want to do (as, for instance, to maintain reasonable quiet in the library, or to use his best judgment in helping himself to make profitable use of what the library has.) The importance of more and better instruction in the use of the library is obvious in this connection, as in many others.

Apart from personal contacts, the second ingredient of public relations is, I suppose, what we might call promotional publicity. I think that for most college and university libraries it is right to give the primary emphasis to the problems of personal relations. In the commercial world, however, there are many indications that promotional publicity has come to be practically synonymous with the whole of public relations. This is an attitude which is reflected quite distinctly, for example, in the commercial textbooks which I have seen on the subject.

The commonplace techniques of ordinary publicity media are sufficient for all our needs, provided that they are carefully and thoughtfully applied. No "revolutionary" innovations are necessary. But we should remember that the run-of-the-mill devices and formulae can do the library almost as much harm as good, if they are employed in haphazard, automatic, or lackadaisical ways. I do not know of any consistently good library publicity which is not the product of much thought and hard work. It is consoling to realize that ingenuity and lively ideas are far

staff. (It is often instructive, by the way, for careful reference librarians to pursue inquiries which can not be answered from the books at their disposal: instructive for the librarians, in acquiring a surer knowledge of the nature and limitations of their collections; and for the library in having brought to light certain needs of the book stock. It is admittedly strenuous for the reference staff.)

more important than lavish resources and complicated gadgets.

In appealing to its relatively limited clientele, the college or university library needs to "aim" its publicity. Its appeal is to the "book-minded," as distinguished from the "hand-minded," to use the terms conceived by Robert M. Hutchins. This is comparable to the prestige advertising which can be found at times in the business world. Rightly conceived and properly shaped, it is quite a different thing from mere "snob appeal," from which all library publicity should try to keep free.

One of the readiest publicity means at our disposal is the display or exhibit, to which there are certain obvious objections. If arranged in the library, someone might object, it reaches only customers who are already inside the shop. But this is true also of the meat in the butcher's refrigerated counter; yet it does not deter him from showing his meat. (The butcher, of course, really needs to be able to release into his customers' nostrils the aroma of roast lamb, or to have a live diner blissfully munching a succulent sirloin.) We, perhaps, need equally inaccessible appeals to replace the mere display of book-backs and title pages, however varied, and however reinforced. It need hardly be said that the good exhibit has organization and logic. A display which is merely an agglomeration of books is not worthy of the name. "Expendable" displays (from which books may be withdrawn for circulation) are sometimes excellent, with the qualification that the withdrawal of too many books disorganizes the display, and leaves it rather meaningless. Imported traveling shows are good now and then, but major reliance on what the library itself owns is good business in the long run, and often furnishes a surprisingly ample stock of material for exhibition. Radio and newspaper publicity may be used, both as supplementary and as independent ways of getting the library, its services, and its claims, before the public. It is disheartening how much printed library publicity in college papers is sub-standard, and how hard it is to get a story of good quality

into print. The efforts of the paid public relations staffs employed by some institutions do not seem to help matters very much, in this regard.

Cheap and flashy stunts seldom repay the effort that goes into them. It is not a bad idea to ask, in planning any kind of promotional publicity, what kind of readers it will influence; and how, and what demands they may be expected to make on the library in consequence of it. It is certainly not effective public relations, in the long run, for a college or university library, in the too-eager wish to win friends and influence people, to become a sort of clubhouse where the idle curious may expect to enjoy practically anything from knot-tying contests to square dancing.

One very fruitful source of activity in the library's behalf may be a society of "Friends of the Library." It can often focus some of the major needs of the collection, or sponsor special projects, or encourage donations, or contribute to the general level of community interest in the library's growth and welfare.

Since perhaps our very best free publicity comes from the more stimulating book-minded faculty members, we must surely encourage and assist them in their efforts to assist us, and we must do what we can to increase the number of their tribe.

A mere preoccupation with public relations is by no means calculated to prove a handy and cheap remedy for all of a library's ills. There may even be some danger of our forgetting that there is nothing good about public relations in itself. Moreover, public relations, like breathing, must go on in conjunction with other vital processes. And, like breathing, public relations can no doubt be improved by conscious thought and exercise. But sound and robust creatures do not spend much intellectual energy on each successive inhalation and exhalation. Intense preoccupation with the breathing mechanism is a fair sign of morbidity.

It is much more wholesome, in my judgment, for a library of small or medium size resources to plan and vigorously carry out a very limited public relations program, or

even a *single* public-relations *objective*, than to weary itself with grandiose schemes which are beyond its powers to sustain and complete. These in failing to come off, are likely to dishearten the library staff and disillusion the very public whose favorable interest is being sought after.

Perhaps we librarians may appropriately be reminded that it is poor-long-range public relations to overplay one's commodity, how-

ever valuable it may really be. Sooner or later both the public and the performer get weary of chest-thumping and the strident falsetto voice. The unobtrusive, but incessant and earnest, effort to maintain the highest attainable standards of service, and the habit of temperate, searching, honest critical self-evaluation are the best publicity in the last analysis. For, after all, are not these qualities at the very root of good relations with our public?

VOLUNTEERS—FOR PUBLICITY

GEORGE KING LOGAN

Assistant Librarian, New Orleans Public

Unlike the military services, libraries have frequently discouraged volunteers. We at the New Orleans Public have had our share of the usual prejudices in this matter, but as a result of our experiences during the past five years we have revised our thinking. Volunteers now have a definite place in our total program, and in no phase of work have they been more effective than in that relating to public relations and publicity.

Our story begins in the early days of the war, when the Civilian Defense Volunteer Office was first organized. That agency began recruiting citizens for innumerable community tasks, and it was suggested that volunteers might be helpful at the Public Library. This was the period when libraries throughout the nation were setting up War Information Centers, with pamphlets supplied in quantity by the Federal Government. We immediately discovered that we were going to need the closest cooperation of the CDVO.

One of the first assignments for both agencies was to assemble files of information on all defense and war subjects which might be needed by civilians. The Library, with personnel trained in the orderly acquisition and cataloging of materials, undertook to make two sets of cards and vertical files, one for the CDVO and one for the Information Desk at the Main Library. Volunteers were immediately brought into direct contact with our professional staff. We prepared the in-

formation forms, volunteers collected the data, we assembled it in final form for typing by volunteers, and both staff and volunteers were trained in using the material to answer questions. A system of keeping both files up to date was worked out with volunteer assistance, and as the program advanced the Library staff undertook an additional duty—that of signing up volunteers who wished to enlist in one of the civilian services.

All of this seems pretty remote from 1947, but in 1942 the community was volunteer activity conscious. The fact that the Public Library projected itself into an emergency situation, with its staff making a unique contribution to the total community program, helped promote the idea of a responsive, dynamic institution. A booth was set up at one of the busiest corners in New Orleans, Canal and Baronne Streets, and the service was advertised there and throughout the city as a joint project of the CDVO and the New Orleans Public Library.

This widespread contact with volunteers was a distinct success, and certain principles established at that time have been followed in later joint projects. First, there was a specific job to be undertaken, one which was important and about which people were enthusiastic. Second, the job was one which could be logically divided between the Library and the volunteer. Third, the program was launched with a selected group of volunteers—people who expected to be trained

to do the job, and who would later be able to carry it out with a minimum of professional supervision. Fourth, the program added an additional library activity, rather than interfering with regular staff duties and responsibilities, and hence there was never a suggestion that "volunteers are running the Public Library".

The next large project enlisting volunteer assistance was the preparation of an adult education directory. The Adult Education Section of the Council of Social Agencies turned to the Library for assistance in instituting an over-all community program, and the writer was delegated the task of compiling a directory of adult education activities in New Orleans. The CDVO had evolved into the Community Volunteer Services, and a call for assistance brought enthusiastic response. The Catalog Department was given the task of training the volunteers in the orderly accumulation and recording of information, first on cards, then on sheets which were mimeographed and distributed as a booklet throughout the city. The directory was finished just when the military services began discharging large numbers of men and women, and the directory became a central feature of one of our most important and popular postwar services, the "Occupation Nook".

During the past three years, the Junior League of New Orleans has provided volunteers who have carried on three highly successful library programs. Two of these have been simply publicity, while the third has been a series of puppet shows playing to standing room only crowds in library agencies each week since last October. The initial opportunity for collaboration was the recorded "Books Bring Adventure" series, which many libraries have sponsored. The local Junior League bought the records, arranged for radio time, and saw that the programs were on the air each week, while the Library distributed bookmarks advertising the program, which was featured under our joint sponsorship.

Two such series have already been given,

and since the results have been successful it is anticipated that a third series will be on the air within several months. With enthusiasm high for both radio and library, the energetic Radio Chairman of the League approached us for assistance in planning a "live" program, with children from the local schools using professionally written scripts dramatizing books. The program was called "High Adventure". It is now in its third season, and the library staff has contributed advice about titles suitable for youthful audiences while the League has supplied the considerable financial backing and the volunteers necessary to activate the project.

Once again, the actual program on the air directed listeners to this institution for reading materials, and the Head of our Children's Department reported that more response came as a direct result of this program than from any other she could cite in her many years at this institution.

The third Junior League project is currently supplying us with our most popular feature for young people—puppet shows. This is handled almost entirely by volunteers from the League, and a performance is held each week in either the Main library or a Branch. The opening performance at the Main Library attracted over five hundred children, while the average number at the branches has been over two hundred—many of whom had never been in a library before. Again, something new has been added, by volunteers!

For the past ten months, the Council of Jewish Women has worked with us on a story teller program. This relationship began in an ideal manner. The officers of the Council met with the staff to see whether there was anything their volunteers could do to help the Library, about which they were enthusiastic. Various ideas were suggested, and out of the meeting evolved a plan for training a number of volunteers in the techniques of story telling. The Library provided an instructor, and a series of classes was held, in which a number of staff members participated. These ladies were then scheduled for

appearances at branch libraries throughout the city.

The program was an immediate success. Each branch is visited each week; an objective which would be impossible under any other conditions with our present staff. Story telling has long been popular in our agencies, but for a number of years we have been unable to provide much staff time for this activity. Once again, volunteers have done the job! An average of twenty-five children regularly participate, and during summer reading club months the number is frequently over a hundred, and they come back for more!

A summary of our experiences with these groups, would note some of the dangers of volunteer participation in a library program. However, in our case they appeared larger in the planning stage than they proved to be in the participation stage. We know that too much emphasis cannot be placed on quality of performance and faithfulness to schedules, and we have always had a clear understanding with the volunteer chairman that unsatisfactory workers will be replaced. In fact, the volunteer who is serious about the job at hand quickly realizes that poor or irregular performance can defeat the whole program, and we have always been expected to offer suggestions and criticisms.

We always have a contact person on our staff charged with the responsibility of supervising the volunteer programs, and some time will always be needed for this. But the assets, in our case, make such liabilities seem unimportant. We have found, for example, that volunteers are valuable in many ways

other than the actual programs which they make possible. Through them we reach important groups in our community; thus they contribute to us while we are contributing to them, and this mutual exchange establishes the pleasantest of relationships.

In the case of the Community Volunteer Services, wartime cooperation led to an extremely important peacetime gift—a new Bookmobile, purchased from funds obtained through the sale of waste paper. Department Heads have also noted a value of volunteers working in close collaboration with regular staff; helpful suggestions pass in both directions, and there is the stimulation of contact with persons interested in the job at hand but with an "outside" point of view.

The writer hopes that no reader of this article will assume that personnel problems in New Orleans, or elsewhere, can be solved with volunteer assistance. At the New Orleans Public Library we frankly discourage "individual" volunteers, on the basis that if the job is necessary to the functioning of the institution and has formerly been done by a paid staff member it should be continued on that basis.

We definitely do not subscribe to the philosophy of a staff part paid, part free. However, we do feel that in many communities there are rich, untapped veins of talent, money, and enthusiasm which might be directed into public library channels. In communities like our own, where the campaign to raise library standards is being pushed in every possible direction, asset number one may well prove to be the trained library volunteer.

NOT FOR PUBLIC LIBRARIES ONLY

"What helps business helps you", wrote some nameless genius of the advertising world in a slogan that makes one pause to think, and to wonder if the members of our profession should not adopt this philosophy, substituting "libraries" for "business." Certainly any development which will increase the number of library users, spread the read-

ing habit, establish libraries, or expand book stocks does help all existing libraries—public, school, college, or special—in their efforts to serve more patrons and serve them better.

A powerful weapon is at hand in the Public Library Service Demonstration Bill, introduced into the Senate on January 6 as S. 48 and referred to the Committee on Labor and

Public Welfare. Of the 13 members of the committee, 9 supported the bill last year, and prospects for passage are good. Senator Allen J. Ellender of Louisiana is a member of the committee, which is under the chairmanship of Senator Taft of Ohio.

A little later a companion bill will be introduced into the House of Representatives, where the Committee on Education and Labor has not yet been completely organized. In the meantime, interest centers on the Senate bill.

In brief, S. 48 proposes a program of federal grants-in-aid to provide demonstrations of adequate library service to people now without it. Each state would receive \$25,000 a year for five years, and additional amounts ranging from \$25,000 to \$75,000 if matched by state or local funds. Plans for the use of the money would be drawn up by the state library agencies, which would have complete freedom in planning and administering the demonstrations within their respective states. The intention of the bill is to provide federal aid to libraries without federal control.

Louisiana would profit greatly under the provisions of S. 48. Of the 64 parishes, 24 now have public library service; the remaining 40 parishes are being variously supplied. The \$75,000 granted annually for five years, in addition to the state funds already pro-

vided, would allow two or three extra demonstrations to be organized each year, and would give important impetus to the movement. Four things are suggested that you as an individual can do to help:

1. Inform yourself completely about the bill and interest yourself in its possibilities for Louisiana.

2. Write to Senator Ellender (Senate Office Building, Washington 25, D. C.) expressing appreciation for his past support of the bill and asking him for support of S. 48.

3. Inform people and groups in your community about the bill and ask them to write to Senator Ellender in behalf of it.

4. Watch for further announcements and materials to be distributed by the State Federal Relations Committee, of which Miss Mary W. Harris, Louisiana State Library, is chairman. Cooperate with the publicity campaign as requested by this committee, sending reports of your activities, newspaper clippings, etc., to the chairman, together with suggestions for improving the campaign in your section of the state.

Your influence and participation are urgently needed. Remember that "what helps libraries helps you."

Mildred Hogan,
Publicity Manager.

ADVERTISING OUR SCHOOL LIBRARIES

LUCILLE T. CARNAHAN

Librarian, Natchitoches High School

"If you have an idle moment,
Read a book!
Don't let people talk about
Your vacant look!
Time is passing; you are rusting!
Give your brain a thorough dusting;
Read a book!"*

How often have we glanced over our libraries and had this little verse come to mind. Sadly shaking our heads, we've looked around at the treasures on our shelves going untouched and thought how true is the old adage: "You can lead a horse to water, but

you can't make him drink." But is that really true? Or do we often justify our inactivity by accepting the idea that no amount of pressure brought to bear will make little Tommy want to read unless it's "just in him" to be interested?

Today the majority of librarians feel sure that publicity is an essential part of the librarian's work and that many children will not read unless properly motivated. Those who do not believe that advertising brings results have probably used the wrong kind. Hours might have been spent in preparing a most

beautiful exhibit; or weeks spent in getting up an assembly program; but regardless of their excellence in themselves, they did not cause books to circulate or the library materials to be used. We remember in *The Hucksters*, Evan Llewelyn Evans, advertising and radio genius, said: "That's what we're in the business for—to sell soap. I don't want you ever to forget that. Because even if you build the most glamorous high-hooperating show on the air—it ain't going to do us a bit of good unless you sell soap on it."

The same is certainly true of advertising the library. Many may come to admire our beautiful exhibits or to praise our excellent programs; but if no one goes away with a book, we've sold no soap. The librarian is really a salesman in many respects. She can learn much about advertising her own materials from a study of the rules set up by Big Business which never repeats a scheme that fails. The librarian should keep a file or record of some description showing results of each type of publicity used in order to prevent repeating the kind of advertising that did not bring results. It is true, too, that success in one school does not guarantee success in another where the background and interests of the pupils are altogether different.

Though objectives of librarians are all about the same, the methods used in accomplishing them may vary with each librarian. We might summarize these objectives under three heads: 1. To enrich the curriculum; 2. To get pupils to use the library; 3. To get pupils to read for pleasure.

In carrying out plans for the first two, we find that most librarians are more or less uniform in their approach. They familiarize themselves with the subjects being offered in their schools. Either through an invitation from the teacher or an offer on their part, they manage to visit the classrooms in order to know what the teachers or pupils want or could use if it were made available. The librarian then begins by taking pictures, pamphlets, bibliographies or new books to the teachers. She invites them

to use the library whenever there is an opportunity.

We find that most of our school librarians do practically the same things in contacting their teachers in order to enrich the curriculum. The Fair Park High School *floating library service* is probably the most highly organized system for working with the teachers. One of the three librarians is relieved from all routine library work, so that she will be free to visit the classrooms, confer with teachers, make out bibliographies, collect materials, make book talks, and assist both teacher and pupil in enriching his study of any unit. Ruby Moore, the librarian at Fair Park, reports that since the institution of floating library service, it has not been necessary to devote much effort toward new and different ways of advertising, as this program reaches both teachers and pupils. Miss Moore points to their increase in circulation as proof that this service is definitely proving itself a most effective advertising media.

Lucinda Walmsley reports that at Eleanor McMain High School they have inaugurated, this year, a circulating library for the faculty. Each member pays one dollar membership and is charged one cent a day for rental. Miss Walmsley has found that this service has served to stimulate an increased interest on the part of the faculty in the library and its materials. Miss Walmsley feels, however, that her most effective device in working with the faculty is one that she has employed for a number of years. She meets the teachers one morning a week in the faculty room, bringing new books, periodicals, and pamphlets and inviting their suggestions and requests.

Mrs. Elaine G. Ducote of the Marksville High School and Mrs. Frances M. Cantwell of the Winnfield High School find their best approach to the teachers is through personal notes. They send annotated lists of new books to them with items in their special fields well marked.

Mrs. James Leithhead, substituting librarian at Lake Charles High School, reports excellent cooperation between the library and

several departments in displaying in the library, projects carried out in the classroom. One of the most attractive of these was one planned by the Home Economics Department under Mrs. Ruth Burns, which displayed in bright holiday colors Thanksgiving menus made by the girls. The books that the girls used were part of the exhibit.

In the Natchitoches High School we have found our work with the teachers most satisfactory. Each year at the beginning of the new term, we send out faculty notes inviting the teachers to use the library and asking that they teach the use of the library tools for their departments as the need arises, we offer, if they prefer, to do this for them at their convenience. Circulation for all books, magazines, and materials is regularly sent to the teachers so that they can note the use of books in their own classes as compared to the use in others. Book talks are given in the classroom where a truck load of books pertaining to a unit of work is "sold" to the class. Most of the teachers bring their classes into the library for at least one day either at the beginning or the conclusion of a new unit, when supplementary unit materials are needed to complete their study. The teachers are given the privilege of displaying the results of their pupils' projects in exhibits that they and their classes plan and put up in the library.

Bringing children into the library or giving them specific library assignments will get them to use the library, but it does not necessarily mean that they will learn to enjoy books. In accomplishing our third objective—to get pupils to read and to enjoy reading—there is no set or uniform plan. Methods are as varied as there are librarians. All seem to agree that we must set traps to catch the non-readers, but there is no agreement on the bait to use. Even with a beautifully equipped library filled with attractive and entertaining books, it does not follow that the dozens of young ones browsing daily at every hour will all want to read unless "trapped" into it.

Ways of "catching" readers in one school

may not prove successful in others, but the plans submitted here have been used with good results by the librarians describing them. The bulletin board is the most popular means of calling the children's attention to new and old books. Mrs. Cantwell finds that at Winnfield good results are obtained when she invades the classrooms with bulletin board displays. Jackets and posters advertising new science books are put on the board in the science laboratory, home economics books in the Home Economics Department, and books pertinent to other departments in their respective rooms. Mrs. Tillie Jones Thomley at Vivian High School, Mrs. Elaine Ducote at Marksville High School, and Mrs. Margaret Robert at Homer High School, have found the best results come from planned bulletin board exhibits both in the library and on boards made available to them in other departments or in the main hall.

The school paper, which comes out every two weeks, is one of Margaret Robert's best methods of promoting her library materials. Under the heading "Library Notes" she includes information on the number of books circulated, suggestions for better use of the library, lists of new books, the names of specific books good for current questions or for some particular question, and some funny incident which has taken place. And usually in addition a short matching test patterned after the ones in *Wilson Bulletin* and in the *American Magazine* concerning books, authors, and book characters.

Both in appeal to the children as interesting entertainment, and in direct library results, assembly programs rank high as a means of publicizing the library materials. Often assembly programs in themselves are enjoyable, but they do not always serve the library. However, it is quite possible that they can be made to be both good entertainment and good publicity for the library. Among those librarians reporting excellent results is Mabel Camp, librarian at Haynesville, who found the radio skit, built around Poe's *Fall of the House of Usher*, very popular with the students. The script for the

skit was sent out free from the Office of Education, Washington, D. C. It was prepared and presented through the cooperation of the speech class. Here was an opportunity to create an interest and a demand for Poe's works and other stories similar to his tales.

Opal Hall Shively, librarian at the Ringgold High School, states that her Library Club members have dramatized skits from books with satisfactory results for the library.

At Natchitoches High School we take advantage of an opportunity to present several assembly programs every year, planning them so that ten or more books will be advertised on each, in order to justify the time spent in preparing the program. One of our most successful is the annual valentine program. It is presented in the style of the moving picture trailers which give previews of coming movies. A boy and a girl who have good radio voices read the script over a loud speaker. As the high lights from each love story are given, appropriate scenes are flashed on our movie screen, beginning first with the book jacket which enables the child to know the book described, by getting the author and title fixed in his mind. The jacket is quickly followed by scenes from the book. We use the pictures from publishers' catalogs, from the motion picture advertising material, and any picture that is true to the book.

At the end of the program one of the students announces that all books advertised will be found on the valentine display table ready to be checked out immediately. This has proved an opportunity to make the classics circulate. It is seldom that any book does not circulate following one of the "movie" programs, and we have always had long waiting lists for those with the greatest appeal.

Mildred Crozier, librarian at Eunice High School and Lucinda Walmsley, at Eleanor McMain High School find that their most popular exhibit during the year is the annual exhibit of books from the State Department of Education. Miss Walmsley's usually lasts

three days and teachers are invited to bring their classes, and of course pupils are permitted to come in at their vacant periods. Miss Crozier displays her new books at an "Open House" sponsored by the Librarian's Club.

Miss Elmira Montgomery, Librarian in the Kaplan High School has an annual project which includes several varieties of publicity. In writing of her project Miss Montgomery says:

"The ultimate aim of every school library should be to serve every pupil to the fullest. Publicity should follow this aim; and, as library service depends not only upon what the library has to serve with but also upon how the school uses what it has, it follows that there are two separate objectives of school library publicity—to increase the budget and to get pupils to use the books already on the shelves. Both objectives are often promoted by a single activity.

"In the Kaplan High School elementary department such an activity is the annual Classics Contest, held in April, to determine which of the four classes in each grade has read and understood the greatest number of good books equally accessible to all classes. The rules of the contest are decided in the fall, when plans for competing are made by each class, or room.

"The pupils in each room organize a book, or reading club. They divide themselves into committees of about six or eight, each committee containing excellent, good, and poor readers. The aim of the committee is to stimulate one another, especially to help the weaker members select and understand books. The club sets a regular time for programs, decides upon a method of keeping reading records, and plans contests between committees. Each committee has its own publicity plan, charts and graphs showing progress, notices in the school paper, exhibits of individual reading records on club days, and invitations to parents to attend the programs.

"The librarian is responsible for the general publicity for the Classics Contest, which

extends over several days, with a separate time for each grade. Plans for the contest, the selection of the books to include in each grade, the means of securing them—all call for cooperation between the teachers and the librarian.

"Notice of the contest is given at a P.T.A. meeting in the fall. This reappears in the minutes and in a news article in the parish paper. A mimeographed invitation to attend the contest is sent to each parent. This invitation includes a discussion of the value of reading in general and in some specific field of children's literature included in the division of the contest in which the particular parent's child is competing or will compete next year.

"The value of a child's owning a little library of his own is also discussed. Books exhibited during the contest are sold to parents and pupils when it is over. News articles are sent to the local papers, announcing the approach of the contest and the outcome. This year the plan is to include with the book exhibit the graphs and posters used during the session by the reading clubs, as well as the individual reading records, which were made by the pupils and enclosed in attractive art covers.

"The P.T.A. buys books to give as prizes in each grade. Thus the members become promoters of reading, and the library goes forward. In fact, the contest has done so much to promote reading and a demand for more books in the elementary grades that plans are being made for holding the contest in the high school also; but as the organization is not the same as in the elementary department, the details will be different."

Other librarians find it profitable and of interest to the parents to include them in projects and to invite them on special occasions to the library or to a library auditorium program. Mildred Crozier presented a most interesting program in connection with a Father's Night P.T.A. program. The book skit presented showed a large book on the stage from whose pages stepped characters from Mother Goose, the Three Bears and

Goldilocks, Oliver Twist, Robinson Crusoe, Lady Macbeth, and Scarlet O'Hara. As the many characters came from the book a narrator made appropriate comments.

Mrs. Frances Cantwell described a May Festival that she and the elementary school librarian at Winnfield, Alliene Hofmann, sponsored in order to raise money for their libraries. There were four courts, each with king, queen, and maids, vying with each other to sell the most votes and to win the honor of being the May Festival Court. One of the courts got facts and statistics showing the needs of the libraries and appeared before civic groups in town in order to get donations for the cause.

Mrs. Will W. deGrummond, librarian at the Sulphur High School, is enthusiastic about describing the work of the library in connection with a new program of guidance through the library. The program resulted from her attendance at the L. S. U. Guidance Workshop, which she recommends to all librarians. She has collected a file of recent catalogs from the Louisiana Colleges, many from Texas and Mississippi, and those from any college in which a child is interested, or which fits some child's known need.

When through outside reading, a child shows that scientific subjects interest him, colleges specializing in his fields of interest are pointed out to him. The catalogs are kept where the children can handle them freely. They are encouraged to check them out overnight to consult their parents about possibilities. When planning their new schedules, they are encouraged to consult these catalogs for college entrance requirements in their fields of interest. Mrs. deGrummond reports a great interest in the catalogs and has found it necessary to replace many of them.

Recruiting suitable material for future librarians is an important phase of publicity work that high school librarians should consider. If every high school librarian interests one able young boy or girl each year, the profession will be greatly aided in its campaign to meet the growing demands for li-

brarians. The librarian is in a position to watch for good material and to contact those seniors who show a real interest in books and reading and who have character, ability, and a cultural background. She should not overlook her opportunity in this important work.

In conclusion, there is no better publicity than that of successfully fitting the book to the child. Good service which comes as a result of knowing children's books and

understanding children's interests and needs, will usually result in an increased use of the library. A satisfied child will always come back for help and will often bring with him, his friends. Therefore, it is well to remember that with continuous well planned publicity, must be combined good service and adequate resources to bring results that justify the effort, time, and money expended.

*Author unknown.



Illustration for the L. L. A. Recruitment Poster-Brochure.

Requests for copies should be sent to the Louisiana State Library, Baton Rouge.
Single Copies are distributed free; multiple copies are 2 cents each.

ARMY LIBRARY SERVICE

The Future of the Army Library Service.
Paul E. Postell, Chief, Army Library Service,
Special Services Division, War Department
(Lib. Journ. v. 71, no. 21 (Dec. 1, 1946) pp.
1676-78.

TOP ADVERTISING ASSISTANT

The editor and staff of the Bulletin wish to announce to its readers that Corinne Fournet secured \$65 of advertising for this number, in Alexandria alone.

A PUBLIC RELATIONS PROGRAM FOR THE SPECIAL LIBRARY

DOROTHY B. SKAU

Librarian, New Orleans Sub-Branch, U. S. Department of Agriculture Library*

The term "public relations" is defined variously, as it must be, because it self-evidently must be interpreted according to the objectives of its particular application. The various definitions given for the term indicate that it indeed covers a multitude of activities. It is interesting to recall a few of these definitions.

"Policies established by management designed for the building of good-will to govern a corporation's contacts with the public" is the definition of Mr. Edwin B. Dooley of General Foods Corporation. According to Mr. Griswold of *Public Relations News*, public relations is "essentially the business of dealing constructively with human behavior." To Harwood Childs of Princeton it is "simply a name for those activities of ours which are public, that have social significance . . . not a new ideology but a name for a class of personalized group activities whose changing dimensions affect the lives of all of us."

Robert Franklin compares public relations to billiards, for the ball you strike with your cue transmits its rolling force to other balls on the table and "the inspiration you light in one group of people spreads to others."

During recent years systematic public relations programs have become a basic part of the administrative planning of nearly all business firms, educational groups, civic organizations, the government agencies. Public libraries, too, have recognized the value of an organized public relations plan and employ it to advantage.

The success of a library depends not only upon how well it serves a community, but also upon what the community thinks of it. A good opinion of the library can be traced to effective public relations, which includes every aspect of a library's dealings with the public.

The importance to the public library of developing good relations with those it serves has taken a prominent part in professional literature within the last few years. As a result, in most large public libraries there exists adequate programs whose axioms are simple and applicable to any library.

The "special" library—that is, the library which is generally one unit of a larger organization and whose purpose is to meet the needs of a specialized group—is the main concern of the present writer. In this article the aim of the public relations program, the "public" served, the library staff, the desired atmosphere, the devices which can be employed to win the public, and the establishment and maintenance of contacts with other libraries are some of the topics considered.

Aim

The special librarian directs his public relations program toward the achievement of a mutual relationship of good will between the library and the agency served. A continuing educational campaign, designed to promote a true understanding of the library, should advertise the services the library offers to the personnel of the organization, and should aim to render the library an increasingly useful department to them.

The value of the service performed is the justification for its existence. The public relations program aspires to sell the library's product: its book resources—books, pamphlets, periodicals, patents, leaflets, bulletins, all judiciously selected to cover the specific interests of the users—plus the service of a librarian trained to find information.

The Public

The public of a special library will obviously consist mainly of a group of specialists—such as, engineers, scientists, technicians, students in the professional schools, artists,

musicians, actors, businessmen, and others ad infinitum. This public may be spoken of as personnel in a special library, but a more specific term is clientele, since reference questions come from outsiders as well as from those within the agency. The outsiders usually comprise university faculty and students, clubwomen, local residents—in short, any person who is unable to find the information he needs in the other libraries of the community.

Visitors to the plant, or institution, constitute an additional type of inquirer that may be encountered. Scientists from England, Denmark, Holland, and other European countries, as well as from South America, China, Java, and South Africa, have made use of the library facilities at the Southern Regional Research Laboratory.

Participants in the Program

Public relations begins at home. If you are the librarian, your own staff is an important part of the public for you. Your efforts to promote good will among your clientele are of little avail unless a unity of purpose exists among your staff. They are your agents.

Staff members who meet the public participate actively in the campaign. They must be aware of the fine points in the subject field and know both who's who in the organization and who is interested in "what". Every interview, phone call, letter, is a venture in public relations.

As a counterpart of the trustees of a public library, who R. D. Franklin says are, "unquestionably the biggest factor in public library progress, decline, or stagnation", the special library has its advisory committee, composed of executives of the company. This committee can be a potent force in promotional work; its advice on purchases, future programs, and policy should be available to special librarians.

Public Relations Devices

Typical public relations devices employed by special librarians include abstracting services, distribution of lists of acquisitions, preparation of bibliographies on special topics, bulletin boards and displays, reports of ac-

tivities, and circulation of current periodicals.

Some libraries regularly issue for their clientele a bulletin containing abstracts of current periodical literature pertinent to the company's interests. Whether a formal, printed publication or a processed leaflet, the timely bulletin indicates that the library is aware of and is actively meeting the needs of the company.

New acquisitions may be brought to the attention of employees through the distribution of accession lists which vary from simple author-title entries to annotated book lists and reviews. It is better policy to issue frequent lists of a dozen or so entries than to announce an accumulation of fifty titles at one time.

Fulfillment of a request for material on a special subject, handled by the compilation of a bibliography on the topic, may earn good will for the library. Experience of the present writer in offering reference service to a scientific clientele has demonstrated that research chemists make literature surveys before undertaking experimental work. Librarians are amply rewarded for giving assistance in such searches; those who are helped apprise their co-workers of the satisfactory service received and so bring them to use the library resources.

Bulletin boards and displays are among the most common devices for publicizing the library. Practically all agencies use current book and periodical displays; bulletin boards prove effective only when well planned and changed frequently.

Reports of the library's activities may be announced in mimeographed circulars distributed to the personnel, or in the house organ or employee magazine if one is published. Book reviews, sample queries answered by the library, features on library resources and services can be used to advantage.

Regular circulation of current periodicals to the desks of company personnel is a unique service of the special library, each librarian having his own scheme to suit the needs of his organization. This service provides that a member of the organization receives auto-

matically all issues of periodicals which he has designated as essential to his work. One pitfall of this practice is the tendency of some patrons to hoard the current material. A recall notice is usually a sufficient reminder of negligence, but the fear of being last on the circulation list for a pet journal really causes a reform.

One simple device used by the library at the Southern Regional Research Laboratory to promote good will is to allow the use of the library facilities after working hours. This plan was conceived to accommodate personnel wishing to spend "outside" time on their research—in the evenings, on week-ends, or on holidays. Chemists taking advanced courses at local universities, especially, have found this access^{*} to the library in their spare time a great convenience.

Keeping informed of new appointments to the staff of the organization is a necessity. Arrangements should be made with the company's Personnel Division to be notified of the arrival of new employees, who can then be greeted on a first visit to the library. Such a reception, made possible with but little effort is another step towards winning friends for the library.

No pains should be spared to learn what are the specific interests of individual users.

Often, valuable service can be rendered and valuable time saved a busy official. Getting current information into the hands of the proper man at the proper time is not only the ultimate test of the librarian's worth but is a decisive factor in accomplishing good public relations.

^{*}Southern Regional Research Laboratory, New Orleans 19, Louisiana.

Inter-Agency Devices

By definition a special library is limited to a collection in a particular subject field. For entirely effective operation the special library must constantly depend on supplementing its resources through loans from public, university, and other special libraries; and through contacts with the information services of numerous other types of institutions—chambers of commerce, advertising agencies, trade associations, professional societies, newspapers, and the like. This cooperation from other organizations makes available books and periodicals far in excess of the collection it would be feasible for the special library to assemble. The special library can reciprocate by furnishing information and references obtainable only through its resources. It is obvious that this interchange can be based only on the most friendly relationships.

In these efforts to promote good will the importance to the librarian of maintaining memberships in local, state, and national professional associations cannot be overemphasized. Through business and social contacts derived through these channels, ideas and suggestions are exchanged. Attendance at meetings likewise affords an opportunity for discussion of mutual problems. The benefit to public relations is self-evident.

In short, the librarian must be constantly alert to devise new angles to improve his product to win his public. Let him not shut himself within an ivory tower of inertia. The policy of laissez-faire is not for him. Public relations is never a finished job.

A valuable bibliography was submitted with this article but unfortunately there was no space for its inclusion. Editor.

LICENSING FOR LIBRARIANSHIP

WILLIAM DOSITE POSTELL

Librarian, L. S. U. School of Medicine

Librarianship, regardless of all the publicity to the contrary, is still not fully recognized as a profession. This is true partly be-

cause no common basic standards for those who desire to practice the profession of librarianship have been formulated in a legal or

professional requirement for such practice. It is true that certain groups, i. e., the school and public, have in most regions, states, or localities adopted programs of certification. Standards differ somewhat from group to group; but in those instances where standards have been adopted through a certification program, it has been found that the greatest benefit of such a policy is the procuring of a more highly trained personnel with salaries more commensurate with that training.

Librarians are constantly complaining of the poor salaries paid to those who practice the profession of librarianship, in comparison to those paid professional workers in other fields. This condition, however, is also true of the teaching profession. If librarians wish to be more appropriately compensated for their services, then they must make more definitely known, and required, what they have to offer. Only then will salaries adjust themselves.

Librarians are not pioneers in the field of certification. Example after example can be pointed out of other professional groups which have adopted legal methods of maintaining standards. Probably the outstanding example to be cited is that of the American Medical Association, which raised the standards for medical practice through licensing.

The incentive for the organization of the American Medical Association was a desire on the part of a group of practitioners to improve the standards of medical education. This was not accomplished in a few years. Approximately fifty-five years were to pass before the Association was in a position to compel recognition of its standards for medical education, and to enforce its program for the licensing of physicians. Today only three states will license physicians who are not graduates of a school accredited by the American Medical Association. The Association has no legal means of enforcing its standards, but so well has it done its work that no doctor can practice today without being licensed, and no school today can hope to continue without being accredited by the

American Medical Association. Its campaign for proper licensing procedures has met with success. In recent years it has adopted, and assisted in the promotion of, higher standards for specialization. The results have been beneficial to both the public and the practicing physician.

It is more than probable that the same results could be obtained for the library profession. It is true our task may be somewhat more difficult because of the comparative value placed on "books" and "health". But our task should be easier in some ways since we are waging our campaign almost one hundred years subsequent to the American Medical Association's first attempt at improving standards.

Lacking a national certification board, the status of the certification of librarians at present is roughly as follows. Two plans are at present in vogue. They may be classed as legal and voluntary. As a whole the public and school librarians seem to be more adequately provided with standards than any other group. This has been accomplished not alone through library organizations, but also through the accrediting agencies of schools and colleges. The tendency seems to be for positions in public libraries to be set in standards through civil service.

In Louisiana the situation is somewhat similar to that of the country as a whole. Public librarians are certified under the Civil Service. School librarians are certified under the State Department of Education. Colleges and universities supposedly meet the standards of the Southern Association of Secondary Schools and Colleges, and the American Association of Universities. Special librarians are without any form of certification.

These various forms of certification are useful, but they certify librarians for specialization, which should follow certification for a general basic preparation. Without a program of national certification, a program could be inaugurated by the Louisiana Library Association, by the organization of its own certification board, which would set general basic standards for librarians.

A great deal of fundamental work could be accomplished by the Association in preparing the way for certification on a national basis. Professional and clerical duties in the library could be defined and separated. Librarians are beginning to realize that many duties performed by professional librarians could just as well be performed by clerks. A certification board of the state association could offer graded certificates which would

serve as an inducement for a professional librarian to improve his status, and which would be required for salary advancement. This general certification should become a basic requirement for all special certification.

General certification, or licensing, has meant a great deal to those professional groups which have it; certainly it can mean just as much for librarianship.

PUBLICITY IN THE PARISH LIBRARY

EMILY L. SPENCER

Librarian, Calcasieu Parish, Lake Charles

A man weighing 150 pounds contains approximately 3500 cubic feet of gas, oxygen, hydrogen and nitrogen in his constitution, which at 70 cents per 1000 cubic feet would be worth \$2.45 for illuminating purposes. He also contains the necessary fats to make a 15 pound candle, and thus, with his 3500 cubic feet of gases, he possesses great illuminating possibilities. His system contains 22 pounds and 10 ounces of carbon, or enough to make 780 dozen, or 9360 lead pencils. There are about 50 grains of iron in his blood and the rest of the body would supply enough to make one spike large enough to hold his weight. A healthy man contains 54 ounces of phosphorus. This deadly poison would make 800,000 matches or enough poison to kill 500 persons.*

Similarly described, an average parish library system contains ten or fifteen workers, acres of books, miles of shelves, stacks of pamphlets, piles of newspapers, big and little files, desks, tables, chairs, scores of pictures and all kinds of technical material.

Both of these descriptions give a picture but certainly do not show the potentialities of either the man or the library. Library service goes beyond providing books and maintaining a competent staff. It must serve the social needs of the community. The process of publicity can also be described, but the service with which it is concerned and

the results are needed to show the whole picture.

Publicity is one-tenth inspiration and nine-tenths perspiration. This is true especially in parish libraries, because the librarian has to do so many things for which she has had no training. One needs to be a publicity agent, a newspaper reporter, an artist, a writer and speaker, in addition to a librarian, to be able to supply all of the demands of a parish library. When one or two persons have to do all this, keep the technical work under control, supervise quite a large staff, and satisfy the public demand for service and books, one rations one's time and energy to do the most important things. The majority of the people in the parishes do not know about the library and the ones who do know, are not fully aware of all its services. For this unawareness, parish librarians must find an antidote, which is education and publicity. Consequently publicity must be one of the more important activities included in the parish librarian's rationed time.

Webster's New International Dictionary says, "Publicity is information with a news value, designed to advance the interests of a place, person, cause, or institution. Any action, or any matter spoken, written or printed, which secures public attention." Both publicity and advertising should be live, dignified selling mediums. Webster says of advertising that it is a "form of public announcement intended to aid directly or in-

*Author unknown.

directly in the sale of a commodity." No one may buy space in Walter Winchell's column, yet the mention of a book there has put more than one book into the best seller class.

Publicity does not stop or start as one goes on or off the job. It is an attitude and an absorption of the individual which goes with him everywhere and becomes part of his personality. Disraeli puts publicity on a national basis when he says, "Without publicity there can be no public spirit, and without public spirit every nation must decay."

All progressive organizations, business and professional, have special publicity departments. Every publicity department plays two themes; useful products, and proper presentation. The library is a professional service and the right book selection, good organization, pleasing surroundings, proper order, good displays, and well trained personnel produce this service which is its product. Good publicity improves the service, and increases library users. And good publicity is always welcome. As the old saw says: "Good news never goes a beggin'."

Here are some publicity ideas parish librarians may borrow from other libraries. The New York Public Library produced a motion picture, "Not by Books Alone." It is a factual picture with the primary purpose of showing to the people some of the multiple library services which contribute to the city's diverse interests in a dynamic, active, vital way. ● The Chicago Public Library gave a "Great Books Course." This was a new plan of social reading through discussion. First the librarians read the books and then they were the discussion leaders along with members of the community. The leaders sat at a table and directed the discussion. All members of the course were required to read certain books and enter into the discussions of questions concerning these books. ● The Lima, Ohio Public Library issued a six page printed folder entitled, "Gifts, Endowments and Bequests as Living Memorials." This crystallized the community's interest in gifts which became more generous and widespread throughout the city. ● The Kalamazoo Pub-

lic Library put a twelve dollar sign above the entrance to the library, saying, "Welcome Veterans." The sign was large enough to really attract attention. ● A branch of the Chicago Public Library devised a community "Calendar of Events." The "Sign Post" was placed in a window of the library, near the entrance, so lighted and arranged to be visible at all times. Each church and organization sent in notices of coming and current events. These were typed on 3 x 5 cards and posted under the date. ● The Public Library of Charlotte and Mecklenburg County, North Carolina, published a forty page pamphlet, "Directory of Clubs and Organizations." The first page was devoted to services of the library. A preface statement advised users that aside from its immediate purpose as a directory, it was intended to be a constant reminder that the public library was a bureau of information for the community. ● The Louisville Free Public Library worked closely with the League of Women Voters. After the League had speakers, the library had a display on the subject discussed. The League supplied free government postals and these, with pen and ink, were placed on a desk in the library. Then the patrons were encouraged to write their congressmen and express their views on the subject. ● The Evans Memorial Library of Aberdeen, Mississippi, held a tour of the library for a Women's Club program. Each member was given a booklet giving the location of various types of material, then they were each given a slip of paper containing three questions. Each woman had to find the answers to these questions within an allotted time. The Club benefited by the information gained and the library gained by the women passing on this information to others in the community. ● The Mount Vernon, N. Y., Public Library issued a perpetual calendar on their 50th anniversary. Events in the library's history were briefly chronicled under appropriate dates. These were sold. ● The New Rochelle Public Library located a shady spot for an outdoor reading room for the summer months. Chairs, tables, etc., were

provided. A large covered wooden box was provided for the magazines. ● The Queens Borough, N. Y., Public Library held a Christmas holiday choral concert in the library. Singers in choir robes were grouped on the stairs. A reception and tea, for the singers, was held after the concert.

Here are some publicity ideas which have been used in the parish libraries of Louisiana. Webster, Winn, and East Baton Rouge Parish have written letters to each veteran in the parish, offering the resources of the library to him. In Webster Parish, as a result of this idea, an alphabetical list of all veterans was made available to the public. In Sabine Parish, an outside community bulletin board was put on a wall close to the door of the library. The board was used by farmers selling their produce, renters and rentees, for lost and found articles, and general advertising. Radio programs have been used in all parishes having radio stations. Several special story hours were worked out in New Orleans and Shreveport in combination with other clubs and organizations. Spot announcements have been used very successfully. Many of the parish librarians helped sell War Bonds. Each library was a War Information center, as well as "assistant USO". Several parish librarians have made business surveys. Contact with the business men helped as much as the information collected. In Concordia and East Baton Rouge, Parish cards were sent to all new arrivals (babies), telling the mothers about books on infant care. In Calcasieu Parish, at a Rotarian banquet, appropriate books were placed at each man's place and registration cards were used as place cards. In Bossier Parish, letters are written to borrowers when their cards expire or are not being used. The letters tell the users that they are missed. A

registration card is enclosed and the user is asked to re-register and to give any suggestions for improving service. Some of the parishes have had books placed in large city store windows. Many clubs include material about the library in their yearly program booklets. Motion pictures have been used in work with forums, clubs and groups. These pictures have been shown in the library and also sponsored by the Library in other buildings. Winn Parish sends letters to all newcomers, permanent or temporary, inviting the new citizens to come to the library and make use of its services. Booklets and announcements of the libraries are included in Chamber of Commerce material, where-ever there is a chamber of Commerce service to visitors and new-comers. Several parish libraries have sponsored new and special clubs. One of the best printed library bulletins in the state is put out by Winn Parish. "The Library Courier" is sent to all branches, board members, jurors and other interested citizens. It is paid for with advertisements from local businesses. The material used is not only library news, but information about special programs, holidays, and local news.

Each of these schemes was planned with a definite purpose in mind. Each plan included some way of checking the results. It would be of little value to go to all the trouble of working out a publicity feature if the results were not shown. Many times results are not apparent immediately, but if the idea is good and is worked out fully, an effect on the service will be forthcoming.

Effective publicity uses "any action, or any matter spoken, written or printed, which secures public attention."*

*Webster's New International Dictionary.

DEPT. OF CITY ARCHIVES, NEW ORLEANS PUBLIC LIBRARY

In October of 1946 a new department was added to the New Orleans Public Library. A city ordinance passed by the Commission

Council on October 18, 1946, provided for the transfer of the City Archives to the Public Library, "giving physical possession of the

said City Archives to the said New Orleans Public Library."

Plans were immediately formulated for the actual transfer. A large section of the basement of the Main Library building was cleared for the new department and the renovating of this section was begun. As soon as this work is completed the entire Archives collection will be moved from the City Hall to the Main Library.

Margaret Ruckert, formerly Head of Special Services, who was Acting Head of the Adult Department during the war years, was appointed Coordinator of City Archives and Public Library Facilities.

One of the first duties in assuming jurisdiction of the Archives was to make a general survey of the holdings, the functions, and personnel assignments. The newspaper collection was accessioned and a shelf-list completed. At present, a study is being made to devise a simple but competent system of cataloging the collection which includes, besides the large file of newspapers, City Ordinances, old records of the City dating from the Spanish domination, ledgers of various City Departments, license and tax records dating from 1805, assessment books, registration records, etc. There are, among the very valuable items, the original collection of "Cabildo Books," governmental records, hand-written, from the French and Spanish Dominations. Many of these have

already been accessioned and transferred to the vault of the Main Library. Because of the vast amount of materials in the various store-rooms in and around the City Hall, it will be some time before an attempt can be made to give any statistics on the extent of the collection.

Inquiries concerning the organization of an Archives Department have resulted in the discovery of some interesting facts. First, though in nearly every state there is a State Archives Collection, a City Archives Department as such, seems unique with New Orleans. And, second, no evidence has yet been found that an archives collection is under the jurisdiction of a public library in any other city of our country.

Therefore, the New Orleans Public Library, in incorporating the City Archives as a Library Department, has accepted a unique challenge. The task of organizing this vast amount of material so that it will reach the ultimate in usefulness is a tremendous one which will require a very long period of—if not "blood"—certainly, "sweat and tears." It is one of the most gigantic projects the Library has encountered in many years; but with the Archives collection and the present Louisiana collection of the Public Library supplementing each other, this should be one of the really fine collections of Louisiana Americana in the state.

READING FAVORITE SPARE TIME DIVERSION

More people consider reading their favorite recreation than choose any other single diversion. The majority of the public also prefer newspapers and magazines to books, according to a survey made by the National Opinion Research Center, University of Denver, for the American Library Association and 17 cooperating city libraries in the United States.

Reading was named as a favorite spare time diversion by 41% of adults. Second in popularity are arts, crafts, or fine arts

which are mentioned by 16%: Sports are the favorite way of spending spare time for 11% of the people.

Of those interviewed, 56% say they spend an hour a day or more reading newspapers and magazines, while 22% say they spend that much time reading books.

To find out how people like to spend their free hours, NORC interviewers asked a miniature cross-section of the civilian adult population in each of the 17 cities whose



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public libraries cooperated in the American Library Association study:

"What is one of your favorite ways of spending your spare time?"

- 41% say they prefer *reading* or a combination of reading and other activities.
- 16% indicate their interests are in *arts, crafts, or fine arts*, such as playing the piano, attending musical entertainments.
- 11% choose *sports* and out-of-door activities.
- 10% say they like to spend their spare time attending the *theatre, movies, or concerts*.
- 9% mention listening to the *radio* or playing *records*.
- 13% mention *other activities*: lectures, study courses, extension work, clubs, or church work.

People's reading interests vary to some extent according to their education, sex and age. Whether an individual's educational experience has included college, high school, or only grade school training makes a significant difference in this interests. Reading is listed as a favorite diversion by 62% of the college group, 43% of the high school group, and only 33% of the grade school group. Likewise 41% of those with a college background—but only 13% of those who have not gone beyond grade school—spend at least an hour a day reading *books*. How-

ever, more than half of persons in all three education groups spend an hour a day or more reading *newspapers and magazines*.

About the same proportion of men as of women like to spend their spare time reading; however, significant differences appear in their reading tastes. Women tend to spend more time reading books than men do, while men spend considerably more time than women reading newspapers and magazines. For example, 21% of the men interviewed—in contrast to 14% of the women—spend two hours a day or more reading newspapers and magazines.

Little difference is shown between younger and older adults in their liking for reading. Persons 40 and over spend somewhat less time than those under 40 reading books and somewhat more time reading newspapers and magazines.

NORC interviewers talked with a cross-section of adult population in each of the 17 cities whose public libraries cooperated with the American Library Association with the proper proportion—in every standard-of-living bracket—of men and women, young and old, various minority groups. Cities collaborating with the American Library Association included: Atlanta, Baltimore, Buffalo, Chicago, Detroit, Hartford (Connecticut), Houston, Kansas City (Missouri), Louisville (Kentucky), Milwaukee, Newark, Philadelphia, Pittsburgh, Portland (Oregon), St. Louis, San Francisco, and Seattle.

THE LOUISIANA STATE LIBRARY AND PUBLIC RELATIONS

SALLIE FARRELL

Field Worker, Louisiana State Library

"The letters I get from you are so cordial and sound so interested in my reading problems," wrote a patron of the Louisiana State Library from one of the parishes without library service. The letter continued, "Although I've never been to the library, nor seen any of you, I feel that I know the library and all of you well". Since 1925 the State

Library has maintained consistently its "personalized" service to the individual who borrows books and secures information direct from Baton Rouge. This relationship with its "long-distance" patron is one link in the chain of the public relations program of the State Library which reaches throughout the state by means of its circulation and reference department in Baton Rouge, its demonstra-

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tion libraries, and its entire extension program.

The circulation and reference department of the State Library in Baton Rouge has many ways of promoting its service and of improving its relations with its public which includes, potentially, the nearly two and a half million citizens of Louisiana. Members of its staff visit at least once a year each state department at which time they offer the services of the State Library and discover what services these offices can give to them.

A file of statewide organizations is kept with officers and dates of meetings. Special book lists are prepared and appropriate exhibits are arranged for these meetings. A member, or members of the staff, attend these conventions, some of which are the Parent-Teacher Association, the Federation of Women's Clubs, the Farm Bureau, the Teachers Association, the Business and Professional Women's Club, and the American Association of University Women. Members of the staff serve on the state boards of some of these organizations. Continual assistance is given in the preparation of the yearly programs of some of these groups.

A statewide reading program is promoted through a Reading Certificate plan. This reading plan was initiated to broaden the reading interests of Louisiana citizens. It is required that twelve books be read on a variety of subjects. The lists are submitted to the parish librarian, or to the State Library, and certificates are awarded during Book Week. In those parishes without local library service, this plan is publicized through Home Demonstration clubs, through community organizations, and through letters to individual borrowers. In those parishes with local library service, interest in the Reading Certificate program is stimulated through the parish library.

The Citizens Library Movement which includes more than 350,000 members is one of the strongest links in the state-wide chain of public relations. It is pledged to promote library development in Louisiana and is designed to bring together all citizens of the state interested in such development so that

existing libraries may be strengthened, libraries established in every parish of the state, and books brought within reach of all. Some of the state-wide organizations which hold an institutional membership are the Federation of Labor, the Young Men's Business Club, Community organizations, the American Legion and the American Legion Auxiliary, the Federation of Women's Clubs, the Parent-Teacher Association, the American Association of University Women, the Business and Professional Women's Club, and the Library Association.

Members of the circulation and reference staff are on call for book talks and book reviews all over the state. An annual Christmas letter to librarians and trustees makes for good will. Letters to newly appointed trustees better relations. Feature and straight news stories, appearing regularly in the state newspapers, keep the Louisiana public posted as to what its State Library is doing and what its resources are.

The Negro Library Branch of the State Library with headquarters at Southern University in Baton Rouge follows a similar pattern in its public relations program. The librarian attends Teacher Workshops, Parent-Teacher Association meetings, and the annual conference of the State Teachers' Association. He is available for talks and book reviews. The Negro Library Branch utilizes the Reading Certificate plan discussed above. Special book lists are mailed to individual borrowers. Stories are released weekly to the newspapers. There is a very close, cordial relationship between the Negro Library Branch and the student body and faculty of Southern University. When these students go back to their homes they are in a position to publicize the library service to negroes.

During the sessions of the State Legislature the staff of the State Library keeps in close touch with legislators. The biennial report and a printed card outlining the special legislative reference services of the State Library are placed on the desk of each representative and senator.

Good relations within its own staff are maintained through a Staff Association and,

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with librarians out in the state, through periodic conferences planned and called by the State Library. Special services to parish libraries besides the loan of 42,282 books sent on special request during 1946, included the loan of prints, preparation of bibliographies, and book exhibits.

In its parish library demonstration plan the State Library is confronted with the problem of "selling", in a year's time, permanent library service to the people of a parish. Obviously, it must concentrate on the creation of good will. The librarian and the staff of the parish library demonstration, working under the supervision of the State Library, turn all their talents on getting people into the library, on keeping them coming to the library, and in making the whole parish "library-conscious". The parish librarian is engaged during the year's demonstration period in a "high-powered", concentrated public relations program. Every possible method of enlightenment and of interpretation is utilized. The library demonstration identifies itself with every phase of community life—the church, the school, the agricultural extension program, the Girl Scouts, the Boy Scouts, the Camp Fire Girls, civic, cultural, and educational organizations, the chamber of commerce, the parish health unit, and the governing bodies. The librarian does not wait to be called on for help; he goes out to offer the services of the library. The librarian has a file of parish organizations with officers and dates of meetings. He is either an active member of the group or, through the library, participates in the organization's affairs.

Library demonstrations carry out varying promotional schemes. Business surveys are made. The library staff arranges window displays in business establishments. Portable bulletin boards, advertising the services of the library, are used in grocery stores, in drug stores, and in beauty parlors. The librarian sets up attractive exhibits at parish fairs, at ministerial meetings, at Farm Bureau and Home Demonstration club meetings, at men's service clubs, and at school assemblies.

Slides are run in theatres and signs are

posted in buses calling attention to the resources of the library. Book lists are printed in weekly church bulletins. The library has an open house—for teachers, for parish officials, and for people all over the parish. Forums and discussion groups are held in the library with everybody invited. Meetings of all library workers in the parish are conducted periodically at the headquarters library.

Letters are sent to returning veterans. Letters are sent to newcomers and to those persons who have not used the library's services. Monthly newsletters are mailed to officials, trustees, leading citizens, and presidents of organizations. Special timely book lists are mimeographed for distribution through the branch libraries. Newspaper and radio publicity is used.

When a book of special interest to a patron is received he is notified either by a telephone call or by letter. At the end of the demonstration year, the result of these good public relations is permanent parish support for the library that has been "on trial".

In its field program of library development, the State Library has again the whole state as its potential public. At the present time there are nine parishes that have legally established parish libraries and are waiting for service. In most of these parishes, at the request of a sponsoring body such as the Junior Chamber of Commerce, the Rotary Club, the Lions Club, the Business and Professional Women's Club, the Parent-Teacher Association, or a study club, the State Library has sent a representative to contact, at locally arranged meetings, groups and individuals throughout the parish, discussing with them the values of library service and the way to secure a parish library. A brief intensive educational campaign of from four days to a week results in the governing body passing an ordinance of library establishment, thus paving the way legally for future service. The field worker follows up the "campaign" with letters to groups and individuals contacted. The "Library Interest" file at the State Library is expanding rapidly. Almost

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every week an inquiry is received that begins: "We are interested in securing a library for our parish. How do we go about getting one?"

In its program of library supervision of established, locally supported libraries the State Library, through its field staff, maintains and promotes cordial relations with library staffs, library boards, and parish and

state officials.

The public relations program of the State Library is not a program that is set up as a separate thing apart from its services, but is an integral part of the whole state-wide system of establishing and developing libraries, of maintaining a centralized information and book service, and of promoting reading in Louisiana.

PEOPLE AND PLACES

Edited by JANET RILEY*

Law Librarian, Loyola University

Kathleen Graham of Louisiana Polytechnic Institute retired January 25, 1947. She had been with L.P.I. Library since 1905, a total of 42 years, which is in itself a record. When she began her duties, the library consisted of approximately 1,200 volumes and a few magazines; when she retired, its holdings had grown to 37,000 volumes and over 300 periodicals and newspapers. In 1905 the library was housed in a single room on the second floor of the old Academic Building, which burned in 1946, and it now has its own building, into which it moved in 1927. Miss Graham has the esteem and affection of her colleagues; her fellow staff members heartily wish her health and happiness in the years ahead.

Margaret Hubbard, Children's Author from Duluth, Minnesota has been in New Orleans gathering material relative to Louisiana for a new children's book. She has been a frequent visitor to the *New Orleans Public Library*.

The *Library of the U. S. Department of Agriculture* has transferred its Little Rock, (Ark.) Branch to *New Orleans* and merged it with the *Forestry Sub-Branch*. Under the new name of the Louisiana Branch of the Library of the U.S.D.A., it is now housed in the former MacFadden home in City Park. *Helen Boyd*, Branch Librarian, who came to New Orleans with her library, is a graduate of the University of Texas, of the Library School of Our Lady of the Lake College, and has done some graduate work at the Grad-

uate Library School of the University of Chicago. *Mrs. Vera Lind*, formerly librarian of the Forestry Sub-Branch, is now the Assistant Librarian of the new Branch. The library's collection of about 12,000 volumes, 40,000 bulletins, and subscriptions to 350 periodicals, serves the employees of the Department in Louisiana, Arkansas, Texas and Oklahoma.

International House in *New Orleans* has appointed *Ab Jackson, Jr.* as its Library Director, replacing *Eloise Requa*, who has returned to her position as Director of the Library of International Relations in Chicago. Mr. Jackson was head of the publicity department at International House. He was born in Mobile, Ala., lived in Biloxi, Miss., educated at Princeton, a former teacher, newspaperman and businessman, and came to New Orleans after five and a half years in the story department of Metro-Goldwyn-Mayer in Hollywood.

The Assistant Librarian and Cataloger at *International House* is *Mrs. Hazel Fort*, who most recently had been doing bibliographic work at the Southern Regional Research Laboratory in New Orleans.

Mary Blessey has been appointed Reference Librarian of the *Medical School Library* of *L. S. U.* Her transfer from the departments of physiology, biochemistry and pharmacology

*Elizabeth Johnson, Louisiana State Library, was on vacation in New York City at the time the Bulletin went to press.

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at the school had become necessary due to the increased emphasis on research in the library. She is a graduate of Newcomb College. Mr. W. D. Postell, librarian, reports an outstanding increase in calls from, and loans to, libraries in hospitals throughout the state.

Anna Belle Briggs of Lake Charles has been appointed Assistant in the *Law Library of Tulane University*. This is a new, position. Miss Briggs has a B. A. and an M. A. in English from L. S. U., and has some library experience. She is not a Library School graduate.

John Hall Jacobs, Librarian, New Orleans Public Library attended the Midwinter ALA meeting in Chicago.

Ruth Renaud, of the Catalog Department, has taken Miss Ruckert's place as Head of the Adult Department. *Mrs. Ruth K. Moor*, formerly of the Tulane Library staff is now head of the New Orleans Public Catalog Department. *Colleen Wetzel* has been transferred from the Catalog Department to the Library office, taking the place of *Marylou Mundy*, who resigned in December to be married.

The new balcony at the *N. O. P. L.* which was begun in January and which is about completed, will provide ample space for both staff and book collection for the first time in years.

The *Papertroopers* of *New Orleans* are presenting the *Public Library* with a new Bookmobile—as soon as one can be purchased.

N. O. P. L. 1947 appropriation—\$210,000, 1946—\$120,000; increase of 75%. This is by far the largest increase in finances in the history of the Library.

During the month of January the *Tulane University Library* featured an extensive series of exhibits from the *MacKowen Collection*. This collection, which was presented to the Library by Dr. John C. MacKowen, is rich in material illustrating the history of the book, and contains works produced at great European presses, as well as a few distinguished manuscripts. Among the printers

represented are Pannartz, Plantin, Estienne, Bodoni, John Baskerville, and Aldus.

Readjustments have been completed in the Fine Arts Reading Room of *Tulane University Library*, to accomodate many of the architecture books formerly housed in the Architecture Reading Room in another building. Special reserve shelves are available for restricted circulation materials, and a continuously revised special study table is proving of great interest to students in the history of architecture. The room remains under the supervision of *Mrs. Eloyce Warren*.

Robert M. Trent, Chief of Technical Processes, L. S. U. attended the meeting of the Conference of Eastern College Librarians at Columbia University on November 30.

Hilda Fuller, Senior Reference Librarian, L. S. U., attended the meeting of the Library section of the Louisiana College Conference in New Orleans on December 7. Miss Fuller was elected Secretary of the Library section, and was appointed Chairman of a committee to plan a proposed census of Louisiana newspapers located in the college and university libraries in the state.

Guy R. Lyle, Director of Libraries, L. S. U., *Dr. Andrew J. Eaton*, Associate Director, *Lucy B. Foote*, Chief Catalog Librarian, and *T. N. McMullan*, Chief Circulation Librarian, attended the midwinter meeting of the American Library Association in Chicago, December 28-30.

Nancy Sexton, Circulation Librarian, *Northwestern State College* resigned to become the bride of Dr. John McGee, of Ruston. *Warren Tracy*, a graduate of the Library School at Western Reserve University, is the new Circulation Librarian.

After an absence of five years, occasioned by the war, *Mrs. Ora G. Williams* has rejoined the staff of *Northwestern State College* on a part-time basis. Mrs. Williams will have charge of the government documents and will assist with the order work.

Mrs. W. B. Hale retired from Louisiana Polytechnic Institute last June after 13 years of continuous service.

James K. Dickson of the L. S. U. Library



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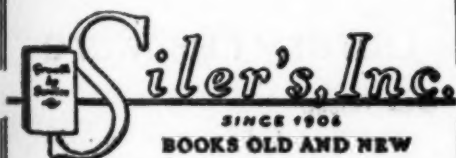
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resigned in December to accept a position in the Art Department of the Baltimore Public Library. *Jane Pope* is now in the University of Denver Library. She also resigned from L. S. U. in December.

Alice Holsten (now *Mrs. John Bayles*), who was formerly assistant in the Fine Arts and Science-Engineering Reading Rooms of *Tulane University Library*, is now employed in the children's department of the Schenectady, N. Y., Public Library.

Mrs. Viola Andersen Perotti, has left the Kansas City Public Library to accept an appointment in the Library of the University of Kansas City.

Helen B. Blair, Assistant Cataloguer, *Tulane University Library* has resigned to accept an appointment in the Catalogue Department of the University of Texas Library. *Alice Keighley*, assistant in the Gifts and Exchanges Division, has succeeded *Mrs. Henry Chalaron* (resigned) as Bindery Assistant. *Mrs. Doris G. Ramos* has been appointed Secretary to the Librarian. *John M. Dawson*, Assistant Librarian, has been appointed Director of the Division of Technical Processes.

The following recent staff appointments have been made in the *Library of Tulane University*: as assistant in the Gifts and Exchanges Division, *Emmie Ellen Wade*; as assistant in the Department of Archives, *Mrs. Dorothy D. Woeltz*; as assistant in the Order Department, *Mrs. Marjorie O. Paulsen*. *Mrs. Christine P. Moseley* has resigned.

When *Ellis Stringer* resigned as Bogalusa Branch Librarian in Washington parish on December 1, *Kay Werner* of the State Library replaced him. The *Washington Parish Library Demonstration* now operates thirteen branches, three of which are located in Bogalusa. *Helen Dykes* is the parish Librarian.

The *Livingston Parish Library Demonstration* opened for service December 16, 1946 with Headquarters in the Livingston Parish Court House. Thus far five branches have been opened.

Mrs. Kathryn Lee McCutchen has joined the staff of the *East Baton Rouge Parish Library*. In January, the Library displayed

a photographic exhibition prepared by the editors of *Life Magazine*. The exhibition consisted of 18 enlarged and mounted photographs recording important events in scientific achievement. It attracted quite a bit of attention. Radio listeners in Baton Rouge are now hearing some effective spot announcements about their library over radio station WJBO. These are adaptations of releases sent out by the American Library Association.

Mrs. James Leithead has been substituting for *Ruth Clark* in the *Lake Charles High School Library* since October.

The school librarians in *Claiborne Parish* enjoyed a workshop conference at the Summerfield High School Library while *Sue Hefley* was visiting in the parish.

Ina B. Shaw, Librarian at the *Ponchatoula High School* has resigned and is leaving at mid-term to take complete charge of a small college library (Canterbury College) in Danville, Indiana.

Library Furniture

Book Trucks:

33" long, 14" deep, 3 shelves. On large ball bearing wheels with indestructible fabric tires.

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